

AE Academic English UK

Academic Writing

Complex Sentence Structure

EXAMPLE



Copyright: These materials are photocopyable but we would appreciate it if all logos and web addresses were left on materials. Thank you.

Introduction to Academic Writing

EXAMPLE

1. Who is it for?

This worksheet as part of a series of lessons is designed for international students who are aiming to study in a university where English is the medium of instruction. No prior knowledge of academic writing is required, but the ability to read instructions will be helpful.

2. How long will it take to complete the worksheet?

Depending on the level of the student, their knowledge of academic English, and prior subject knowledge, this lesson would expect to take 60-90 minutes to complete.

3. What is academic writing?

Academic writing is a particular writing style that is seen in academic papers and students' assignments. It includes certain textual and grammatical features; it contains a logical structure, and it involves using a more formal register than everyday communication.

4. What features of academic writing will this worksheet cover?

This worksheet will cover complex sentence structure.

5. What context will be used to practice academic writing?

The topic is 'global issues' and is connected to the United Nations Sustainable Development Goals (SDGs). These are 17 global goals that aim to create a better world for everyone by ending poverty and protecting the planet. Each lesson in the series contains the vocabulary from one or two SDGs; with this worksheet covering SDG7 & 8.

6. How to use this worksheet.

Students can use this independently or teachers can use it with their classes in either guided lessons or in a workshop type scenario.

Step 1: Look at the link at the beginning of each lesson for context.

Step 2: Look up the vocabulary in the 'vocabulary box' before completing the tasks.

Step 3: Read about the feature of academic writing for that lesson (Task 1).

Step 4: Work through each task reading the instructions carefully and checking the answers after each exercise by clicking on the links provided.

Step 5: Once the lesson is complete, move on to the next academic writing worksheet in our series, and apply what you have learnt to your writing.

Useful links for checking vocabulary

<https://www.merriam-webster.com>

<https://dictionary.cambridge.org>

<https://www.ldoceonline.com>

Complex Sentence Structure **EXAMPLE**

Context: SDG 7: “Ensure access to affordable, reliable, sustainable and modern energy for all” and SDG8: “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal7> <https://sdgs.un.org/goals/goal8>

Vocabulary list: Look up these words and phrases before you start the tasks.

SDG 7 (Tasks 1-3)	SDG 8 (Tasks 4-7)
coal kerosene toxic fumes	Economic growth modern slavery
lung cancer pneumonia inhale	living standards forced labour racism
mortality rate renewable energy	corruption obstacle safeguard
underexploited affordable fossil fuel	sustainable tourism cultural assets
underutilised to be hampered hurdles	revenue handicrafts preserve
climate fluctuations emissions export	wildlife conservation

Task 1

Read about complex sentence structure before completing the following tasks.

A complex sentence is an **independent clause** connected to one or more **dependent clauses** using a subordinating conjunction (**before, although**) or a relative pronoun (who, which).
 e.g. **Although governments globally have increased their expenditure on essential services in the last decade, it is predicted that 575 million people will be living in extreme poverty by 2030.**

	Type	Function of Dependent Clause	Linking Word
i.	Adverbial clauses	These provide information about what, where, why or how an action occurs.	Subordinating conjunctions Time: when, after, before, until. Place: where, wherever. Condition: if, when, unless. Manner: as if, like, as though. Reason: because, since, as. Comparison: than, whereas, while. Concession: although, even though. Purpose: so that, so.
ii.	Adjective clauses (relative clauses)	These function as an adjective in the sentence and comes directly after the noun/pronoun it is modifying. Two types Restrictive In this type, the adjective clause provides essential information about the noun or pronoun mentioned and are necessary to understand the complete sentence. Non-restrictive In this type, the adjective clause provides extra information, and if removed, the sentence still displays a complete thought. Commas are used to separate the adjective clause.	Relative pronouns Who: people. Whose: possessions. Whom: people (formal). Which: things. That: people/things. Relative adverbs Where: places. When: time. Why: reason. * <i>‘that’ cannot be used with non-restrictive adjective clauses.</i>

Task 2

Complete the gaps in the following sentences on 'energy' with a subordinating conjunction from the box.

	although	unless	since	while
i.	Some _____ as their cooking fuel _____ they do not have access to clean energy.			
ii.	_____ people cook with polluting fuels, _____			
iii.	People run the risk of _____ they inhale toxic fumes.			
iv.	_____ people have access to clean energy, the mortality rate from household air _____			
v.	It is important to invest in clean cooking fuel, _____ health can improve.			
vi.	_____ Africa _____, many remain underexploited.			
vii.	_____ some parts of Africa are generating their energy from renewables, _____			
viii.	_____ renewable energy solutions _____ efficient every day, _____ Africans is a real possibility.			

⇒ *Now check your answers here.*

Task 3

Combine the two clauses to make one sentence using a subordinating conjunction.

i.	a.	Many fossil fuels are exported.	
	b.	_____	
ii.	a.	Africa is abundant in renewable energy sources such as wind and solar.	
	b.	_____	
iii.	a.	Half the population of African has access to electricity.	
	b.	_____ hampered by population growth.	
iv.	a.	Africa changes their coal and oil plants _____	
	b.	It could reduce its emissions and increase energy access.	
v.	a.	_____ emissions.	
	b.	It needs to _____ adapt to climatic fluctuations than other _____	
vi.	a.	Kenya managed to build the largest wind farm in Africa.	
	b.	_____ to overcome.	
vii.	a.	Africa's vast resources of minerals are _____ technologies.	
	b.	The continent can play a pivotal role in creating _____	

viii.	a.	_____ is increased significantly.	
	b.	Achieving their energy and climate goals _____	

⇒ *Now check your answers here.*

Task 4

Select the correct relative pronoun or relative adverb in the following sentence.

i.	There needs to be a focus on _____ <u>which/whom</u> can drive progress, create decent jobs and improve living standards.
ii.	It is females <u>who/</u> _____ affected by modern slavery.
iii.	The public needs to be aware of sectors <u>who/</u> _____
iv.	_____ labour rights <u>where/when</u> fair wages and safe working conditions are upheld for all employees.
v.	Sustainable development faces significant _____ persist.
vi.	Corruption _____ is one reason <u>where/why</u> eradicating slavery remains a significant obstacle.

⇒ *Now check your answers here.*

Task 5

Complete the gaps in the following paragraph about _____ with the relative pronouns or relative adverbs from the box.

_____	<u>where</u>	_____	<u>which</u>	_____	<u>whose</u>	_____
-------	--------------	-------	--------------	-------	--------------	-------

_____ has the potential to create _____ preserve natural resources and _____. Through the promotion of _____, such as wildlife conservation and responsible _____, sustainable tourism enterprises stimulate _____ in rural areas _____ jobs are sparse. _____ tourism in these areas is promoted, revenue is _____, nature tours and _____ as well as through the sale of local goods such as handicrafts. Travel agents _____ specialize in _____ collaborate with _____ traditional knowledge enriches the visitor's _____. As the traveller often has an interest in the _____, this promotes a better appreciation _____. Through training programs and capacity building, communities _____ participate in _____ can ensure long-term economic sustainability _____ environment for future generations _____

⇒ *Now check your answers here.*

Task 6

Combine the sentence and the non-restrictive clause (extra information) to make one sentence. Think carefully about the pronoun you will use, the position of the clause in the sentence and remember to add commas.

i.	a.	_____ driven millions more children into child labour.	
	b.	_____	
ii.	a.	Many of these children are working in hazardous conditions.	
	b.	It harms their _____	

iii.	a.	Children are exposed to toxic [redacted] and hazardous chemicals.	
	b.	They [redacted] and manufacturing.	
iv.	a.	[redacted] is one way to help parents to get their children back into education.	
	b.	Their [redacted] child labour.	
v.	a.	It is important to promote decent [redacted] through training and life skills.	
	b.	They are above the [redacted] age.	
vi.	a.	In some regions, families do not need to [redacted]	
	b.	[redacted] payments are provided to the [redacted]	

⇒ *Now check your answers here.*

Task 7

Extend the following paragraph on [redacted] so that the extra information is included from the box. Remember to add the correct [redacted] and commas.

- It involves challenges such as [redacted] discrimination.
- [redacted] and innovation and [redacted]
- The job market in particularly concerning.
- It is due to its [redacted].
- Jobs in software development, digital skills training and [redacted].
- It is characterised by its [redacted].
- It is caused by budgetary precedencies, corruption and [redacted]
- There are jobs in [redacted] for example.

In Sub-Saharan Africa [redacted] is significantly high. This is due to rapid population growth, insufficient investment in education and training, limited [redacted] for business [redacted] in the [redacted]. Despite these limitations, there are opportunities for young people emerging in a number of sectors such as [redacted], [redacted]

⇒ *Now check your answers here.*

Task 8

Conduct some research on ‘[redacted] to banking and finance’ and write a paragraph of around 100 words using both restrictive (defining) and non-restrictive (extra information)

clauses.

Task 9

Use the following checklist to assess your paragraph.

	Restrictive	Yes	No
	<i>Have you used...</i>		
i.			
ii.	Which or that for things?		
iv.			
v.	Where for place?		
vi.			
vii.	When for time?		
	Non-Restrictive	Yes	No
	<i>Have you used...</i>		
viii.	Relative		
ix.	Relative adverbs (where, why, when)?		
x.	Commas		
	<i>Have you avoided...</i>		
xi.	Using 'that'?		

Bibliography

Caballero, A and Bashir, S (2020). *Africa needs digital skills across the economy- not just the tech sector*. Available at: <https://www.weforum.org/agenda/2020/10/africa-needs-digital-skills-across-the-economy-not-just-tech-sector/> Accessed: 12 February 2024).

International Labour Organization (2020). *Report on employment in Africa (Re-Africa). Tackling the youth employment challenge*. Available at: https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/documents/publication/wcms_753300.pdf (Accessed: 11 February 2024).

The Global Goals (nd). *Affordable and clean energy*. Available at: <https://www.globalgoals.org/goals/7-affordable-and-clean-energy/> (Accessed: 10 February 2024).

United Nations (2023). *Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all*. Available at <https://sdgs.un.org/goals/goal7> (Accessed: 10 February 2024).

United Nations (2023). *Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*. Available at: <https://sdgs.un.org/goals/goal8> (Accessed: 11 February 2024).

UN News (2021). *Child labour figure rises to 160 million, as COVID puts many more at risk*. Available at: <https://news.un.org/en/story/2021/06/1093682> (Accessed: 11 February 2024).

UN Tourism (nd). *Sustainable development*. Available at: <https://www.unwto.org/sustainable-development> (Accessed: 11 February 2024).

UN Women (2021). *What does gender equality look like today?* Available at: <https://www.unwomen.org/en/news/stories/2021/10/feature-what-does-gender-equality-look-like-today> (Accessed: 11 February 2024).

Whiting, K (2021). *Cooking with polluting fuels is a silent killer – here’s what can be done*. Available at: <https://www.weforum.org/agenda/2021/10/polluting-cooking-fuels-deaths-women-climate/> (Accessed: 9 February 2024).

World Economic Forum (2022). *Renewables could do much more than just transform Africa’s energy sectors. Here’s how*. Available at: <https://www.weforum.org/agenda/2022/09/renewables-energy-transition-africa-jobs/> (Accessed: 11 February 2024).

Complex Sentence Structure **ANSWERS**

Task 2

Complete the gaps in the following sentences on 'energy' with a subordinating conjunction from the box.

	although	unless	since	while
i.	Some societies use coal or kerosene as their cooking fuel <u>because/since</u> they do not have access to clean energy.			
ii.	<u>When/if</u> people cook with polluting fuels, they inhale toxic fumes.			
iii.	People run the risk of developing lung cancer or pneumonia <u>if/when</u> they inhale toxic fumes.			

ALL ANSWERS INCLUDED IN THE PAID VERSION...

www.academic-englishuk.com